Equity Protocol

*Developed by Nancy Mohr, 2002.*

**Purpose**
To look at student and teacher work in order to understand our own work and its relation to promoting equity.

**Roles**
A presenter who brings work for feedback
9-12 participants

**Process**
1. **Presentation**
   The teacher presents the assignment, offering context, and his or her expectations concerning the student work it would produce. (5-7 minutes)

2. **Go-Rounds**
   One question per round. Possible questions (30 seconds to 1 minute per person)
   - What do you see that would be engaging to many different students?
   - What do you see that would meet more than one learning modality?
   - What do you see that would support/hinder special needs students?
   - What do you see that would support/hinder English Language Learners?
   - What do you see that could be considered bias in the language used in the assignment?
   - What do you wonder about?

3. **Student Work**
   The presenter distributes student work samples that resulted from this assignment. Participants review the work. (5-7 minutes)

4. **Final Go-Round**
   Participants reflect on the relationship between the questions raised earlier and the student work reviewed. (1 minute per person)

5. **Reflection**
   The presenter reflects on all that she/he has heard, and comments on any new insights or opportunities that have arisen. (5 minutes)

6. **Open conversation**
   “What do we think we have learned from this?” (As time allows.)

7. **Debrief**
   “How could we apply this to our work?”

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.